



**CERRITOS
COLLEGE**

Instructional Program
Review Committee



Purpose of Instructional Program Review Sept. 3, 2024





Purpose of Instructional Program Review

- **Purpose of Program Review**
- **Program Review Process at Other Schools**
- **Program Review Drivers**
- **Accreditation and Program Review**
- **Program Review at Cerritos College**





Program Review: Purpose

- **There is not one standard definition of program review.**
 - **Academic Senate of Calif Community Colleges:** *Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively . It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices.* Program review should model a miniature accreditation self-study process within a designated area of the campus.



Program Review: Purpose (cont.)

- **Cypress College:** *The Instructional Program Review process supports the Cypress College and North Orange County Community College District strategic and educational master plans, technology assessments, staff development, and related efforts aimed at assuring quality educational programs, student achievement, and learning. Decision-making processes, including those affecting budgets, resource allocation, hiring of full-time faculty, and competitive internal grant opportunities rely on the program review process and corresponding reports as a basis for evaluating resource requests.*



Program Review: Purpose (cont.)

- **Cypress College:** *The review process incorporates the systematic, ongoing evaluation of programs using data on student success, diversity, distance education, guided pathways, achievement, curriculum, labor market results, and student learning outcomes to assure currency, relevancy, and innovation. The faculty program reviews, dean reviews, interdisciplinary dialogue, and IPRC assessments contribute to the evidence-based evaluation of programs, which are summarized in an annual report to foster institutional effectiveness, appropriate resource allocation, and ongoing improvements in student success.*



Program Review: purpose(cont.)

- **Orange Coast College:** *The purpose of the Comprehensive Program Review (CPR) is continuous program improvement. It is a self-study to provide a thorough, evidence-based analysis of departments/programs in order to understand their strengths, identify weaknesses and key areas of improvement, and create a workable plan for achieving the desired improvements. This also meets the Accrediting Commission for Community and Junior Colleges (ACCJC) requirements for all colleges in the western region.*
- *This process is designed to:*
 - *Provide a rigorous examination of the program and its courses, including their student learning outcomes*
 - *Engage departments in planning program improvements that are responsive to student and community needs*
 - *Provide information for resource allocation within departments and across the college”*



Program Review: purpose(cont.)

- College of the Siskiyous: *Program Review is the process of review, analysis, and assessment of the content, currency, and quality of California Community College (CCC) programs. The process includes analysis and evaluation of student learning outcomes (SLOs) and the student experience. Program Review is required, according to the CCCCO Program and Course Approval Handbook (PDF), and is essential to aligning college programs with our Planning Process, Mission Statement, Institutional Master Plan, and the Accreditation Standards. Each CCC establishes a Program Review Process appropriate to that college's community needs.*



Program Review: purpose(cont.)

- College of the Siskiyous: *Besides being a requirement for Accreditation, program review provides faculty and staff an opportunity to look at their programs in a comprehensive way that the hustle and bustle of year to year assessment and planning does not allow.*

Participants are encouraged to think of the program review process as a research project. What do you want to know about your students, their learning and the program that you do not already know? Does the data compiled over four years confirm or contradict what you thought you knew about your program? By asking these, and a myriad of other questions, faculty can then make changes to their program to better serve student need as well as make recommendations for institutional improvements. Those changes are then implemented and assessed via a four-year cycle of annual updates and a comprehensive program review.



Program Review: Process

- Cypress College:
- Orange Coast College:
- College of the Siskiyous:
- Santa Ana College:



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Orange Coast
College



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Program Review: Drivers

- **Self Improvement**
- **Legislative Drivers**
 - California Code of Regulations (CCR, “Title 5”)
- **Governing Bodies**
 - California Community Colleges
 - Academic Senate for Calif. Comm. Colleges
- **Earning Accreditation**
 - ACCJC (Accrediting Committee for Community and Junior Colleges)
 - WASC (Western Association of Schools and Colleges)



Driver: California Code of Regulations, Title 5, Section 53203 - Powers

- (a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district **academic senate**. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on **academic and professional matters**. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.
- (b) In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall **consult collegially** with representatives of the **academic senate**.
- (c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.



Driver: California Code of Regulations, Title 5, Section 53200 - Definitions

(b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”

(c) “Academic and professional matters” means the following policy development and implementation matters:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;
- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) policies for faculty professional development activities;
- (9) processes for program review;
- (10) processes for institutional planning and budget development; and
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.



Driver: California Code of Regulations, Title 5, Section 53200 – Definitions (cont.)

(d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

(1) relying primarily upon the advice and judgment of the academic senate; or

(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.





Drivers: Governing Bodies

- **California Community Colleges**

- Chancellor's Office & Board of Governors
- In July 2017, required each college to develop, adopt, and post 4 years goals framework which addresses student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state & federal guidelines.

- **Academic Senate for California Community Colleges**

- Title 5, Section 53206 recognizes Academic Senate for Calif. Community Colleges as “representative of community college academic senates before Board of Governors and Chancellor's Office.
- Makes available program review models available to local senates
- Advises local senates on program review issues



Driver: Accreditation

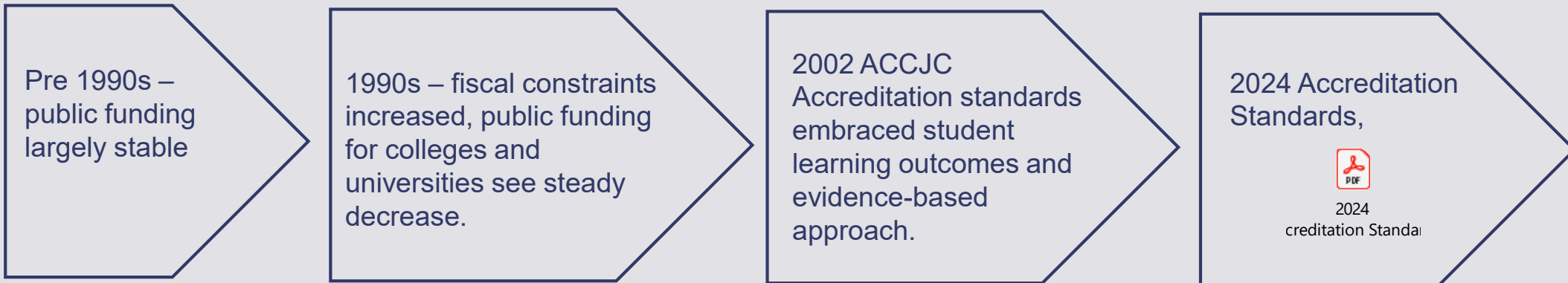
- **Accreditation is conducted by ACCJC and WASC**
 - ACCJC (Accrediting Committee for Community and Junior Colleges)
 - WASC (Western Association of Schools and Colleges)
- **2024 Accreditation Standards adopted recently**
 - Standard 1: Institutional Mission and Effectiveness
 - Standard 2: Student Success
 - Standard 3: Infrastructure and Resources
 - Standard 4: Governance & Decision-Making





Program Review's role in Accreditation

Environmental Changes



Program Review Changes





Program Review at Cerritos College

- **Board Policy 4020: Instructional Programs and Curriculum**

- Specifies that instructional programs and curricula shall be of high quality and relevant to community needs.
- Specifies systematic and regular evaluation of programs.
- Identifies components of development and review of offerings

- **Administrative Procedures 4021: Program Viability**

- Defines a program and justification for viability study.
- Specifies membership of task force to undertake the study (administration, faculty, CCFF).
- Identifies qualitative and quantitative measures to examine to assess program viability.



Program Review at Cerritos College (cont.)

